



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

591 Mesquite Street, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tom Baumgarten
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2004 Enrollment : 700
Web Address : www.mps.az.org/sirriner
Phone Number : (480) 472-3600
Fax Number : (480) 472-3666
E-mail : tbaumgar@mpaz.org

Mission

We believe parents, educators and children should reach high levels of achievement. This is a shared responsibility of all. Children have unique backgrounds, talents, interests and needs that deserve affirmation and support. Together we will succeed in providing an excellent educational opportunity for all students. The development of a true partnership is essential to reaching the high educational goals set for our students. Each day we put into practice the work habits that lead to success.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Results on standardized assessments are above the national average. The students at Sirrine have traditionally scored above the national average in all measures of performance. The staff strives toward excellence. High quality after programs exist.
- ü Increase student accountable requires reading practice. Utilization of Accelerated Reader Program utilizing computers. Achievement of our school-wide goals results in our students mastering more of the academic standards set by the state of Arizona.
- ü The students at Sirrine Elementary have the opportunity to participate in a variety of after school activities. These have also include academic study halls to assist students. Our goal is to provide activities which produce well rounded citizens.
- ü Sirrine Elementary strives to involve the community. Each year the faculty and PTO work to improve the educational experience of our students. Example of this cooperation include new computers and playground equipment. Active participation is our goal.

Enrollment

October 1, 2003 School Year Student Enrollment : 683
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 75

Instructional Programs

- Ü Full-day Kindergarten
- Ü Preschool Programs
- Ü Extended Learning Program
- Ü Art Masterpieces/Study Halls

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The school will provide curriculum supporting high academic achievement; design instruction to ensure success; maintain a safe/comfortable environment; establish open communication with parents; provide effective reporting system using agendas. We will ensure that the state standards are taught in a systematic manner. Teachers and administration will model high levels of professionalism at all times. The staff will strive to learn new strategies to increase student learning.

Parents

As educational partners, parents will participate in their child's education; support classroom/school activities and policies; promote daily, prompt attendance; to promote educational success; cooperate and participate in educational decisions. Parents will provide a positive environment at home to practice skills and complete homework. Frequent communication and the monitoring of the daily student planner is requested. Parent participation in the PTO is strongly encouraged.

Transportation Policy

Busing is provided for students living more than one mile from school. Busing is not provided for open enrollment students. Bus transportation requires appropriate student behavior as riding is considered a privilege. Most students currently walk that live near the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Service Learning Grant	2004
Ü Battle of the Books	2003
Ü Student Honer Band Recognition	2004
Ü Teacher Astronaut Program	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 3

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5651	75509	98	98	100	544	532	521	4	9	13	14	19	23	39	33	33	43	39	31
All Students (Prior Year)	95	5599	75372	100	98	100	549	536	523	2	5	9	13	18	25	35	38	36	49	39	30
Female	51	2784	37013	100	98	100	540	534	522	6	9	12	10	19	24	50	34	33	34	39	31
Male	54	2859	38430	96	98	99	548	531	521	2	10	14	18	19	22	28	32	33	52	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	28	1862	30486	97	99	99	529	515	505	4	13	18	30	25	29	30	35	32	35	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	64	3216	35192	100	98	99	552	544	534	2	6	8	11	15	19	41	32	35	47	46	39
Students with Disabilities	11	599	9708	100	100	100	495	484	489	20	35	32	30	28	27	30	21	24	20	15	17
Students without Disabilities	94	5052	65801	96	98	98	550	537	525	2	7	11	12	18	23	40	34	34	46	41	33
Limited English Proficient Students	10	1053	16928	100	100	100	477	506	485	20	17	29	60	27	33	20	33	26	0	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	30	2909	36411				523	514	503	7	14	19	19	24	29	48	34	32	26	27	20
Non-Economically Disadvantaged	75	2742	39040				552	550	534	3	5	8	12	14	19	36	32	34	49	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5641	75492	98	98	100	533	522	519	3	11	12	10	14	16	53	48	47	34	27	24
All Students (Prior Year)	95	5584	75221	100	98	100	537	528	523	2	5	8	2	12	16	67	59	56	29	23	21
Female	51	2785	37014	100	98	100	534	526	523	2	9	10	8	13	15	58	49	48	32	29	27
Male	54	2850	38400	96	98	99	533	518	516	4	13	14	12	16	17	48	48	47	36	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	28	1851	30438	97	98	99	525	509	508	9	17	17	9	20	21	52	49	47	30	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	64	3215	35177	100	98	99	538	530	528	0	7	8	9	11	13	55	48	49	36	34	31
Students with Disabilities	12	589	9707	100	98	100	517	487	495	9	43	33	27	18	21	36	30	33	27	9	13
Students without Disabilities	93	5052	65785	95	98	98	535	525	522	2	7	10	8	14	16	55	50	49	35	28	26
Limited English Proficient Students	10	1047	16905	100	100	100	494	499	489	20	25	34	40	24	28	40	40	32	0	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	31	2904	36302				523	510	507	7	16	18	7	19	21	68	49	46	18	15	14
Non-Economically Disadvantaged	74	2737	39164				538	534	528	1	5	8	11	10	13	47	48	48	40	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5611	75053	98	98	99	630	578	597	4	10	7	7	14	12	77	68	72	12	7	9
All Students (Prior Year)	96	5503	73654	100	97	99	546	530	530	1	7	9	2	12	13	82	77	70	14	5	7
Female	51	2774	36872	100	98	99	674	604	621	0	6	5	2	11	9	82	73	74	16	10	12
Male	54	2831	38109	96	97	99	587	552	573	8	14	10	12	17	14	72	64	69	8	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	28	1847	30235	97	98	98	592	541	575	4	14	9	13	17	14	78	66	70	4	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	64	3193	35028	100	97	99	640	599	613	5	8	6	5	12	10	77	70	73	14	10	11
Students with Disabilities	12	588	9625	100	98	100	575	489	530	18	33	21	9	23	21	55	42	55	18	2	4
Students without Disabilities	93	5023	65428	95	98	98	637	587	604	2	8	6	7	13	11	80	71	73	11	8	10
Limited English Proficient Students	10	1044	16765	100	100	100	501	524	525	20	16	17	40	20	20	40	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	31	2890	36077				595	542	566	4	14	10	11	17	16	82	65	69	4	3	5
Non-Economically Disadvantaged	74	2721	38950				644	613	618	4	6	5	6	11	9	75	71	73	15	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5809	76019	100	99	100	502	514	499	9	9	14	36	34	39	20	13	14	34	44	33
All Students (Prior Year)	102	5726	76230	100	98	100	511	517	498	6	6	12	38	31	38	11	13	12	45	50	37
Female	38	2821	37207	100	99	100	502	514	499	3	8	12	42	35	41	25	13	14	31	44	33
Male	52	2979	38677	100	99	100	502	515	498	13	11	15	33	32	38	17	13	13	37	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	16	1790	29458	100	99	100	478	490	480	21	15	20	36	48	48	29	11	12	14	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	61	3386	35880	100	98	100	504	529	515	7	5	7	36	26	32	21	14	16	36	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	82	5190	66233	100	98	99	504	519	503	6	6	11	36	33	39	23	14	14	35	47	35
Limited English Proficient Students	10	972	15206	100	100	100	490	477	459	13	20	31	38	53	53	25	10	7	25	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	23	2753	35714				476	493	480	29	15	20	38	44	47	10	12	12	24	29	20
Non-Economically Disadvantaged	67	3056	40266				510	531	513	3	5	9	36	25	33	24	14	15	37	56	43

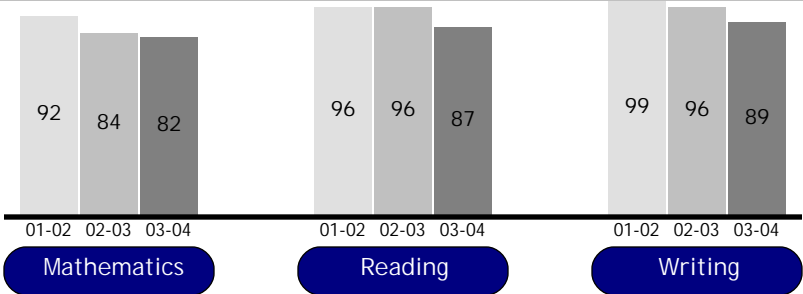
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	5803	76020	100	99	100	507	507	503	16	20	25	20	22	23	53	43	40	11	16	12
All Students (Prior Year)	103	5721	76202	100	98	100	512	510	505	13	11	19	18	21	24	50	53	46	20	14	11
Female	38	2820	37213	100	99	100	508	508	504	11	17	22	17	21	23	61	46	42	11	16	13
Male	51	2973	38666	100	99	100	506	505	501	20	22	29	22	22	22	47	41	38	12	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	16	1784	29442	100	99	99	499	496	494	29	33	37	21	26	26	36	34	31	14	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	60	3386	35890	100	98	100	507	513	511	13	12	15	17	19	20	58	48	48	12	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	81	5186	66236	99	98	99	508	509	504	15	16	23	20	22	23	53	45	42	11	17	13
Limited English Proficient Students	10	967	15198	100	100	100	500	490	483	13	43	59	25	28	25	63	25	14	0	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	23	2745	35703				496	497	494	33	31	37	24	26	26	33	36	31	10	8	6
Non-Economically Disadvantaged	66	3058	40274				511	514	509	11	11	17	18	18	20	59	49	47	12	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5771	75673	100	98	100	559	530	530	9	15	12	15	25	25	68	56	58	8	5	4
All Students (Prior Year)	102	5622	74692	100	96	99	514	510	502	9	12	18	24	26	27	58	53	47	8	9	8
Female	38	2805	37099	100	98	100	575	549	548	3	10	8	17	22	22	72	62	64	8	6	6
Male	52	2956	38441	100	98	99	548	511	513	13	19	16	13	27	29	65	50	52	8	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	16	1776	29305	100	99	99	571	495	507	0	21	16	14	33	31	71	44	51	14	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	61	3366	35760	100	98	99	552	549	550	13	11	9	15	20	21	64	62	64	8	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	82	5166	65967	100	98	99	565	537	536	8	12	10	15	25	25	69	59	60	9	5	5
Limited English Proficient Students	10	961	15115	100	100	100	601	475	471	0	28	26	13	38	38	75	34	35	13	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	23	2731	35541				548	500	504	10	20	17	19	31	31	67	47	50	5	2	2
Non-Economically Disadvantaged	67	3040	40091				562	553	550	9	10	9	13	19	21	69	63	64	9	7	6

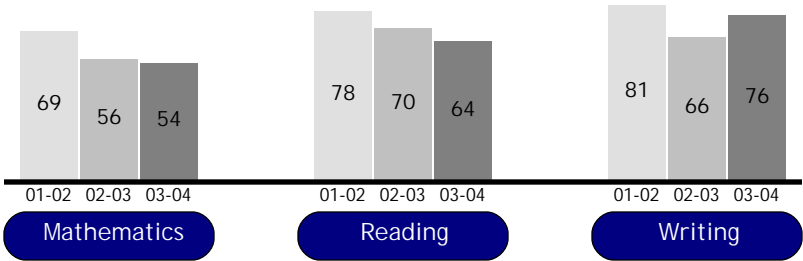
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	65	51	44	97	74	61	50	100	69	NA	58
	Language	100	53	42	39	99	56	49	43	100	54	53	50
	Mathematics	100	70	57	52	99	75	67	57	100	70	71	64
3	Reading	100	64	50	43	93	65	57	47	99	66	NA	55
	Language	100	73	53	50	94	73	61	54	98	74	63	61
	Mathematics	100	72	55	50	92	78	64	54	98	74	66	61
4	Reading	100	58	51	47	94	69	62	52	98	61	NA	56
	Language	100	53	47	45	92	59	54	48	100	54	55	52
	Mathematics	100	59	59	52	94	70	68	57	99	60	68	61
5	Reading	99	65	51	46	96	63	59	50	100	65	NA	55
	Language	100	61	45	43	95	59	53	46	100	63	55	49
	Mathematics	100	73	63	54	98	70	68	57	98	71	71	63
6	Reading	100	63	56	49	94	76	62	53	94	76	NA	56
	Language	100	54	47	42	98	67	53	45	95	67	55	48
	Mathematics	100	82	71	58	98	87	75	62	94	85	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sirrine Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Effective Communication
- Ü School Improvement
- Ü Student Safety
- Ü Student Recognition
- Ü School Emergency Procedures
- Ü Extra Curricular Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	1.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	12	24	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	93
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Macintosh and PC Computer Lab
- Ü Greenhouse and Kiln

Extracurricular Activities

- Ü Academic Honors Clubs/Math-Spelling
- Ü Student Council
- Ü Spirit Line/Jump Rope
- Ü Green Thumb Club

Social Services

- Ü Enrichment Activities
- Ü Before/After School Program
- Ü Recreational Activities
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Sirrine students scored above national average in grades two through six in the areas of reading, math and language on the Stanford 9 Achievement Test. Sirrine students also performed above the state average on the AIMS instrument.
- ü Sirrine will continue to expand student accountable reading practice through programs such as RISE and the Accelerated Reader Program. Sirrine Elementary received a quality service report with 95% of the parents giving the school As and Bs.
- ü Sirrine Elementary has developed an outstanding music program. Several students have been recognized for excellence in both band and orchestra over the last several years. Sirrine also has an excellent choir and a signing hands choir group.
- ü Sirrine Elementary has received a service learning grant through the state department of education. This grant allows Sirrine to provide training to our volunteers in reading instruction. Students receive additional instruction from these tutors.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	2	10	9	9
Promotion Rate ⁸	94	98	98	94
Retention Rate ⁹	5	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	56	71
Grades 3-4	63	44
Grades 4-5	67	69
Grades 5-6	88	91

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Safety Plan involves a variety of interventions with the community/staff/students. A Safety Committee reviews the emergency procedures and the Site Council reviews the School Handbook procedures to ensure students maintain high standards. We will continue to hold monthly BEAT meeting with the Chandler Police Department. This partnership has allowed the school to take an active role in our neighborhood watch program. We also have utilized our DARE officer in the review of the emergency plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Sandy Peters	(480) 472-3600
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Jacki Avila	(480) 472-3600
School Nutrition Programs	Food/Nutrition Department	(480) 472-0908
Parent Organization	PTO President	(480) 472-3600
Student Health/Nurse	Karla Sakkijha	(480) 472-3600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.